



EQUALITY & ACCESSIBILITY PLAN



CURRENT

APPROVED – APRIL 2016
SLT UPDATE: JULY 2019
FULL REVIEW – JULY 2019
PERSON RESPONSIBLE – ASSISTANT HEAD - INCLUSION

This Equality and Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Equality and Accessibility Plan over a prescribed period.

1. We are committed to the creation of a fair and just school community that promotes social inclusion, community cohesion and equality, that respects diversity and which challenges and acts upon discrimination, as well as challenging negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.
2. We are committed to:-
 - the **elimination of discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act,
 - the **advancement of equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
 - the **fostering of good relations** between persons who share a relevant protected characteristic and persons who do not share it.
 - the **provision of an accessible environment** which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
3. The Equality and Accessibility Plan will be updated at least every three years but it will be published annually.
4. The Equality and Accessibility Plan will contain relevant actions to:
 - Improve equality of access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability or who have a relevant protected characteristic, expanding and making reasonable adjustments to the curriculum as necessary to ensure those pupils are as equally prepared for life as are other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors who have a protected characteristic or a disability. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Equality and Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Equality and Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited each year in order to inform the development of the Plan for the following year.
6. The School's complaints procedure covers the Equality and Accessibility Plan.
7. The Equality and Accessibility Plan will be monitored through the Finance & Resources Committee of the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.
9. We acknowledge that there is an on-going need for regular awareness raising, challenging of attitudes and training for staff and governors.

Key Objectives	Actions Required What needs to be done to reach the objective?	Leadership & Support ...by whom?	Resources What resources will we need?	Success Criteria How will we know when we've got there?	Completion Date ... by when?
Review Equality Policy	Review policy document in light of Equality Act/government/LEA initiatives/developments	Assistant Head - Inclusion	Assistant Head - Inclusion time	Policy reviewed and ratified by Head and governors	Governors' meeting in Summer Term 2019
Update this Equality Action Plan annually	Update this Equality Action Plan	Assistant Head - Inclusion	Assistant Head - Inclusion time	2017-18 Equality Action Plan reviewed and 2018-19 plan ratified by SLT	End Summer Term 2019
Complete annual Equality Impact Assessments for activities both within and beyond the school day	All school leaders/managers/co-ordinators to complete Equality Impact Assessments for their areas of responsibility for activities both within and beyond the school day	All school leaders/managers/co-ordinators	Staff Meeting Time	All Equality Impact Assessments completed and in electronic Equality file	End Spring Term 2019
Support staff who have disabilities/ have a relevant protected characteristic and need additional support	Survey staff to establish numbers of staff who consider themselves disabled/ to have a relevant protected characteristic requiring support and how school can support them during employment	Assistant Head - Inclusion	Assistant Head - Inclusion time	All staff surveyed	End Spring Term 2019
	Compile list of possible actions the school can take and how the school will respond to their specific needs as appropriate	Assistant Head - Inclusion	Assistant Head - Inclusion time	Feedback given to all disabled staff	End Summer Term 2019
Support pupils and parents/carers who have disabilities/ have a relevant protected characteristic and need additional support – information gathering and home-school liaison	Update school Profile of Need and survey parents and pupils to establish what additional support the school needs to implement to support them/their children	Assistant Head - Inclusion + Class Teachers	Assistant Head - Inclusion time	Profile of Need updated and disseminated to staff, all parents and all relevant pupils surveyed	End Summer Term 2019
	After appropriate consultation, and where need established, advise all pupils and their parents what action the school will be taking and how the school will respond to their specific needs	Assistant Head - Inclusion	Assistant Head - Inclusion time	Feedback given to all disabled pupils and their parents	End Summer Term 2019

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Support pupils who have disabilities/ have a relevant protected characteristic and need additional support – specific measures	Continue to improve Quality First Teaching for all children in school with Additional Needs monitoring planning differentiation, use of Kagan strategies and growth mindset	Headteacher Assistant Head – Inclusion Class teachers	INSET Staff Meeting Time	Better access to the curriculum	Ongoing
	Continue use of coloured overlays, coloured exercise books, coloured worksheets, coloured dry-wipe boards, Twist 'n' Write pencils/pens, pencil grips, raised boards, special cushions/chairs and the Dyslexia and Movement Group Interventions for pupils with dyslexia and dyspraxia/physical disability	Headteacher Assistant Head – Inclusion Class teachers	SEN Time SEN Budget	Better access to the curriculum	Ongoing
	Continue use of the Makaton, Sign with Visual prompts, Induction Loop Hearing System (in the classrooms, Hall and dance studio) where recommended for any pupils with hearing impairment as well as Makaton and Sign with Visual Prompts for children with Selective Mutism	Headteacher Assistant Head – Inclusion Class teachers	SEN Time SEN Budget	Better access to the curriculum	Ongoing
	Continue use of EALIP, Makaton and Sign with Visual Prompts for pupils with EAL	Headteacher Assistant Head – Inclusion Class teachers	SEN Time SEN Budget	Better access to the curriculum	Ongoing
	Review all out-of-school provision to ensure all out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	EVOLVE & PE Co-ordinator	EVOLVE & PE Co-ordinator's Time	Measures in place to ensure all out-of-school activities are conducted in an inclusive environment	Ongoing
Support parents/carers who have disabilities/ have a relevant protected characteristic and need additional support – specific measures	Continue to provide morning Drop-In sessions to support all parents. Continue to ensure that all communication eg parents evenings and information evenings is accessible to a parent with disabilities/who has a relevant protected characteristic	Headteacher Assistant Head - Inclusion Family Support Officers	Time	Parental attendance at Drop-Ins. Continued high parental attendance at all school events	Ongoing
	Make available school brochures, policies, newsletters and other information for parents in alternative formats when specifically requested.	Headteacher Assistant Head - Inclusion Family Support Officers	Time	All school information available for all who request it.	Ongoing

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Ensure school premises are Equality Act compliant and make improvements where necessary/possible.	Review premises at least once per term in relation to access and use by people with a wide range of disabilities.	Assistant Head- Inclusion School Council Members Caretaker	Time	Premises Equality Act compliant/ necessary action identified.	Ongoing
	Audit the use of the Forest School and outdoor area by all pupils. Discuss any possible improvements with School Council. Draw up list of possible improvements.	Deputy Headteacher Assistant Head – Inclusion	Deputy Headteacher Assistant Head – Inclusion	Audit and discussion and list of possible measures to be drawn up	End Summer 2019
	Implement measures from list of possible improvements.	Deputy Headteacher Assistant Head – Inclusion Finance & Resources Committee	Headteacher Premises Budget	New provision makes outdoor area even more safe and inviting for all children.	End Summer 2019
Increase community awareness and involvement in improving opportunities for those with disabilities	Include equal opportunities and inclusion in assembly themes, displays around school and the curriculum offer. Include Equality Action Plan item on agenda of regular meetings with School Council and canvass views.	Headteacher Assistant Head - Inclusion School Council Lead Family Support Officers	Time	Greater involvement and knowledge of equality issues amongst pupils	Ongoing
	Include equality promotion item on parent questionnaires to canvass views		Time	Greater involvement and knowledge of equality issues amongst parents	Ongoing
Improve opportunities for people with disabilities to gain employment.	Make contact with, and work with the LA and the local community to promote further the school as an employer of choice. Consider offering work placement schemes for disabled people in school.	Headteacher	Through LEA contacts, churches and other local community links.	More applications from people with disabilities	Ongoing
Update/review systems for Equality Action Plan	Update data base of staff & pupils with disabilities and submit reports to Summer 2 governing body meeting on progress re Equality Action Plan.	Assistant Head - Inclusion	Release time Governors' meetings	Data base updated. Reports presented to governing body.	End Summer Term 2019

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